

CAPACITY / ORGANIZATIONAL PROFILE

Mission and History: Girls Inc. of Chattanooga (GIC) was founded in 1961 to provide supports and services to girls between the ages of 6 and 18. The GIC mission, ***inspiring all girls to be strong, smart and bold***, is the philosophical foundation for all its programs. As one of over 1,000 affiliate members of the national Girls Incorporated organization, GIC offers informal educational, cultural, and recreational after school and summer programs that are age appropriate, research-based, and have a track record of effectiveness. Historically serving low-income girls in Chattanooga's inner city neighborhoods, in 2003 the Girls Incorporated Board of Directors made a strategic decision to extend services to underserved communities throughout Hamilton County.

Current Programs and Services: GIC's core programs fall into six categories: Careers and Life Planning, Health and Sexuality, Leadership and Community Action, Sports and Adventure, Self-Reliance and Life Skills, and Culture and Heritage. (***See Attachment G for Girls Inc. Program Matrix.***) During 2004, GIC programming is offered on-site at GIC Centers, located in Maurice Poss Homes and Harriet Tubman public housing communities; through school-based programming at Lookout Valley Elementary School, Hardy Elementary School, Orchard Knob Middle, CSAS, and Chattanooga Middle; through Girl Zones in community locations, including Lookout Valley, Hixson and Red Bank; through 9 theme-based summer camp experiences throughout the City, and through community-wide programs that bring girls from diverse socio-economic backgrounds and neighborhoods together for special projects.

Daily activities at GIC's Centers at Tubman and Poss Homes include tutoring and homework assistance, mentoring, and programming in pregnancy prevention, career planning, and health and wellness. A computer lab at Tubman provides instruction in basic computer functions and access to the Internet.

School based programming includes Lookout Valley Elementary School Thinking Smart, a math, science and technology after school program for girls; an after school Health and Wellness Academy at Orchard

Knob Middle and Chattanooga Middle; and an 8-day design and engineering program for girls at Hardy Elementary School, held during the Fall Intersession.

GIC's summer camp programs offer programming designed to keep girls engaged in learning activities during the high-risk summer months. In 2004, summer programs designed to broaden older girls' awareness of career options included the GIRLVENTURE Summer Entrepreneurship Camp, the Extra! Extra! Journalism Camp, and the Thinking SMART Math, Science, Technology and Engineering Camp. Community programs include mother and daughter communications and breast health awareness workshops and a Women's History Month art and oral history project

Target Population(s) and Number Served Since Organization's Inception: Since its inception, GIC has served over 21,000 girls between the ages of 6 and 18. In 2003, GIC served a total of 660 girls, of which 607 (92%) were African-American and lived in households with family incomes below \$15,000. In 2004, GIC expects to nearly double the number of girls served by extending services into underserved communities in the County.

Number of Full-time and Part-time Employees: GIC's current staff includes 7 full-time employees, 2 part-time employees, and 18 - 21 contract staff. GIC's management team includes Maxine Bailey, Executive Director; Cynthia Wood, Director of Programs; Cora Lanier, Director of Centers; Ava Moore, Financial Manager; Marlene Cooper, Executive Assistant; and a Director of Development and Marketing (position currently vacant.) **(See Attachment H for biographical information on Management Team members.)**

Number of Volunteers and the Nature of Their Involvement: GIC engages volunteers in both direct and non-direct service. A total of 171 trained direct service volunteers implement GIC programs, facilitate workshops, and provide tutoring and mentoring for the girls at the GIC Centers and in community programs. The 2004 GIC Summer program benefited from a total of 1,124 volunteer hours from those serving as guest instructors and mentors. At the end of 2003, the Junior League of Chattanooga selected GIC for a new 3-year partnership to support expansion of our programs and services. As a result, between

25 and 30 Junior League volunteers are being trained to deliver programs and to serve as mentors and tutors in GIC's programs throughout Hamilton County. Through the Hamilton County Department of Human Services, GIC staffing capacity is complemented by the work of 2 Foster Grandparents, who are assigned to the Tubman and Poss Centers.

Non-direct service volunteers serve on Program Advisory Groups, providing GIC with advice and consultation as new programs are developed and implemented in response to emergent needs and changing trends. As volunteers, the 19 members of the Girls Incorporated Board of Directors provide fiscal oversight, policy guidance, fund development, and program monitoring.

Annual Income and Operating Expenses: GIC's 2004 operating budget is \$591,000. A United Way member agency since 1961, GIC currently receives 45% of its support from this source. The remainder of the organization's income comes from government (4%), foundations (8%), corporations and organizations (17%), and self-generated revenue, including service contracts, program fees, individuals, and special events (26%). GIC also maintains a modest investment fund to support program innovations and as a reserve in case of emergency.

Funding Sources and Amounts: *(See Attachment I.)*

Partnerships and Collaborations: Historically, GIC has forged partnerships with local organizations and services to ensure that girls in our community have a continuum of services and supports. GIC's range of partners extends from community-based organizations, to local corporations, to the area's secondary and post-secondary educational institutions. *(See Attachment J.)* GIC's new 3-year partnership with the Junior League will extend GIC's programs to communities throughout the county, thus mobilizing local resources.

Past Program Successes: GIC has a 42-year history of developing and implementing programs that support healthy outcomes for girls. GIC responds to pressing issues by developing and implementing new programming in partnership with other social and community-based organizations that share GIC's commitment to empowering our community's girls, as is illustrated by the following program descriptions.

GIRLFORCE: In 2003, the Chattanooga-Hamilton County Regional Health Council's report on youth risky behaviors identified several issues of concern for girls, including lack of physical exercise, poor body image, and unhealthy eating habits. In response, GIC partnered with Vanderbilt University to bring a health risk prevention program for middle school girls to Chattanooga. That program, *GIRLFORCE*, focuses on exercise, nutrition, smoking avoidance, and positive body image to promote healthy lifestyle choices. *GIRLFORCE* was showcased to the community through a broad partnership that included the Regional Health Council, Erlanger Hospital, Westside CDC, UTC Women's Athletics Department, and the Hamilton County Health Department. During the 2003/2004 school year, *GIRLFORCE* formed the basis for GIC's After School Health and Wellness Academy through HCDE's Lights On! program. Since its introduction, *GIRLFORCE* has served over 300 girls.

Allies in Action (AIA): Incidents of girl-on-girl aggression leading to suspension or expulsion among girls in Hamilton County's public schools and the number of girls entering the juvenile justice system for violent offenses are increasing. In response, GIC mounted a national search for a gender-based intervention strategy. *Allies in Action*, a conflict resolution program for girls developed by the Girls Initiative Network in Portland, Oregon was introduced to Chattanooga in collaboration with GIC, the Chattanooga Housing Authority, the Hamilton County Department of Education, and Erlanger Hospital. Since the program was introduced in the spring of 2003, GIC has provided *AIA* training to a total of 301 girls and 12 adults. GIC is seeking support through **chattanoogaINVEST** to bring the *Allies in Action* program to Howard School, beginning in January 2005.

PROJECT DESCRIPTION

Need: Nationwide, over 160,000 girls and young women report missing school on a daily basis due to fear of social alienation and hostility by other girls. According to CHOICES, the 2002 youth risky behavior survey conducted by the CRC for the Chattanooga/Hamilton Co. Regional Health Council:

➤ 7% of girls missed at least one day of school in a 30-day period.
➤ 8% of girls were physically or verbally threatened at least one time in a 12-month period.
➤ 9% of girls carried a weapon in a 30-day period.
➤ 24% of girls were involved in a physical fight in a 12-month period.
➤ 39% of girls had offensive comments made towards them based on weight, size, or physical appearance.

HCDE reports that in 2002/2003 there were 2,714 school suspensions and 92 expulsions of girls K - 12.

➤ 900 cases involved fighting and other violence.
➤ 345 cases were due to attendance problems.
➤ 162 cases were remanded to alternative schools.

The Community Research Council estimates the following for juvenile offenses among girls in 2003:

➤ 207 charges filed against girls were for simple assault.
➤ 279 charges filed against girls were for disorderly conduct.
➤ 41% of all referrals to juvenile court were for girls.

Howard School reports 132 offenses among girls in the first 2 months of this school year, including

➤ 27 incidents involving girls being reported as truant
➤ 54 incidents involving girls being suspended for disorderly conduct
➤ 21 incidents involving girls being either suspended or expelled for fighting
➤ 12 incidents involving girls being suspended or remanded for immoral conduct (cursing administration, faculty or staff)
➤ 17 incidents involving girls being suspended for other violations (dress code, consistently late to class)
➤ 1 incident involving a girl being expelled and arrested under the zero tolerance law for bring a knife to school

GIC has held discussions with school administrators, girls attending Howard, and members of the neighborhoods that feed into Howard Middle and High Schools in order to clarify the extent of the problem and to identify the range of resources available to address the problem. Community leaders expressed growing concern that the conflicts among girls at school often spill over into neighborhoods, compromising

their initiatives to create more stable community environments through other neighborhood revitalization efforts.

The GIC Allies in Action (AIA) Program at Howard, for which GIC is seeking support through **chattanooga/INVEST**, is a conflict resolution program for girls designed to decrease the incidents of girl-on-girl-aggression that lead to suspensions, expulsions and other school disciplinary actions. Research by Girls Initiative Network reveals that girl-on-girl aggression manifests itself in social exclusion, rumors, “backstabbing,” intimidating language, and physical violence. The AIA model is designed to provide girls and their adult allies with the tools and skills needed to recognize and intervene in the early stages of girl-on-girl aggression, in order to defuse the next step – an act of violence. There is currently no other conflict resolution program in the City that specifically addresses aggression among girls. GIC is the only agency in Hamilton County licensed to provide training for girls and adults through the AIA 6-hour curriculum.

Goals and Outcomes: The GIC Howard Allies in Action program goals and outcomes are as follows:

Goal 1: To reduce incidents of conflict and aggression among girls attending Howard School.

Goal 2: To provide girls at Howard School and their adult allies the tools, training, and opportunities which promote positive leadership and academic achievement.

Program Outcomes:

<input type="checkbox"/> Incidences of relational aggression committed by Howard female students will decrease by 26.66% each year, for an 80% total decrease at the end of the 3-year project period.
<input type="checkbox"/> 50% of girls trained will avoid committing an offense resulting in suspension, expulsion, remandments and/or arrest each year.
<input type="checkbox"/> Juvenile Court cases for girl-on-girl violence among Howard students will be decreased by 16.66% each year, for a 50% total decrease at the end of the 3 year project period.
<input type="checkbox"/> 50% increase in girls who report feeling safe at school after the 3-year project period.
<input type="checkbox"/> 90% of girls who complete training will be able to identify at least 2 conflict resolution strategies.
<input type="checkbox"/> 80% of trained faculty will report an increase in skills to defuse conflicts among girls.
<input type="checkbox"/> 90% of girls who complete the training will demonstrate increased self-esteem levels and internal locus of control.

By providing direct training to girls and their adult allies, through the development and support of peer leadership teams, and by rewarding appropriate conflict resolution and intervention, GIC anticipates a gradual shift in the school culture and the norms of socially acceptable means of conflict resolution.

Target Clients: The primary target population for the GIC Howard AIA Program is girls ages 12 to 18 enrolled in Howard’s Middle and High Schools. Faculty, parents, and community leaders are the secondary target population. While AIA is a gender-specific program, the trained adults who will serve as “Allies” for the girls will be both female and male. The program will serve a predominately African-American urban student population. As a Title I school, Howard serves a primarily low-income population. The AIA program will serve 147 people each year of the project, for a total of 441 participants over the course of the 3 years of the project. One hundred and five girls in grades 6 – 12, 8 faculty, 14 additional girls in leadership roles, and 20 adults (parents and community leaders) will be trained during *each* of the 3 years. Trained AIA leadership teams will be utilized as peer mentors and workshop leaders for other students attending Howard School and its feeder communities.

Approach: GIC will implement the following activities through the AIA program at Howard School. (***See Attachment K for a sample Allies in Action Workshop session.***)

Recruitment and training for AIA Leadership Teams – Each year Howard will identify 2 girls from each grade and 1 faculty member to serve as the school-wide AIA Leadership Team. The team will receive the first AIA training, which will include the 6 hour AIA curriculum as well as training in leadership skills.

Weekly meetings of the AIA Leadership Team – The 14 girls and faculty advisor will meet with the AIA Coordinator on a weekly basis to continue leadership development. The Team will be engaged in the identification of potential conflicts and coached in the development of intervention and mediation strategies.

Monthly AIA training workshops – Using the AIA curriculum, the AIA Project Coordinator and a Training Specialist will train an additional 15 girls each month. Select members of the Leadership Team will participate in each session as peer trainers.

Peer mediation sessions – As potential conflicts between girls are identified, the Project Coordinator and faculty leader will support members of the AIA Leadership Team in conducting peer mediation sessions to de-escalate or resolve conflict.

Incentives and rewards – In collaboration with the AIA leadership team, a system of incentives and rewards will be developed for girls who complete the training, commit to helping to maintain a violence-free environment in school and successfully avoid conflicts leading to school disciplinary action. A special Howard Ambassadors induction ceremony will be held at the end of each school year to formally recognize girls who meet the stated goals of the program.

Regular meetings with parents and community leaders – The Project Coordinator will meet regularly with members of the Howard PTO, neighborhood and resident associations, block leaders and other groups of parent and community members as needed to ensure coordination between school and community. The AIA Project Coordinator will have a regular presence in the school community and the feeder neighborhoods, supporting trained students, faculty and community leaders in applying AIA training to real-time conflicts.

Faculty In-service - In order to familiarize faculty and administrators with the AIA model and establish the AIA program as a resource, AIA workshops will be during spring and fall teacher in-services. Project staff and members of the Leadership Team will conduct the workshops.

Adult “Allies” workshops – AIA training for parents, community leaders, block leaders, and resident association officers and members will occur during the spring and fall semesters. The workshops will focus on both early detection of relational aggression and appropriate community-level intervention strategies.

Summer Law Camp for girl leaders – A group of 20 rising sophomores and juniors will be selected each year to participate in a intensive 4-week program designed to educate them on the American justice system, introduce them to career possibilities in the legal field, and build additional skills in logic and

reasoning, debate and persuasion, and mediation. Each girl will be assigned a practicing attorney as a mentor and will have an opportunity to observe various court proceedings.

The AIA approach is based on recent research supporting the need for gender-specific interventions in violence prevention, reflecting the differences in adolescent girls' and boys' response to conflict. Because most females of all ages engage in comparatively low levels of physical violence, much of the focus on adolescent violence has been on boys. What we now know is that school-aged girls are far more aggressive than had been previously believed. However, girls' expressions of aggression are more often relational.

As author Rachel Simmons observes in Odd Girl Out: The Hidden Culture of Aggression in Girls (Harcourt, Brace and Company, 2003) ***“Our culture refuses girls access to open conflict and it forces their aggression into backbiting, exclusions, rumors, name-calling and manipulation...Unlike boys who tend to bully acquaintances or strangers, girls frequently attack within tight knit networks of friends, making aggression harder to identify and intensifying the damage to the victims.”*** Building upon work with girls conducted by Dr. Charisse Nixon and Susan Wellman of *The Ophelia Project* (see Mary Pipher, Reviving Ophelia: Ballantine Books, 1995), the Allies in Action model recognizes the gender specific forms of girl-on-girl aggression and provides girls the tools and skills to decode media and cultural messages that pit girls against each other, move from victim or aggressor to empowered allies, and become empowered as peer leaders to intervene in and mediate incidents of relational aggression. The Allies in Action model responds to the research findings from the Collaborative Fund for Healthy Girls/Healthy Women study (2001):

- ☐ Girls feel safe when a system of accountability...will not allow fights, conflicts or any form of violence among them to go unchecked
- ☐ ...girls agree that team building and discussion groups help girls come to know and trust each other.

- ❑ Girls feel that programs [can] help them analyze why girls fight and who benefits from them being against each other, while also teaching them to control their anger
- ❑ Girls...want tools with which to negotiate the socially constructed pressures that turn them against each other. (Ms. Foundation, *The New Girls' Movement Implications for Youth Programs*, 2001.)

Staffing: Cynthia Wood, Director of Programs for Girls Inc., will provide program oversight and supervision. Wood recently managed a program funded by the Tennessee Commission on Children and Youth (TCCY) that reduced the juvenile delinquency rate in the Bushtown/Orchard Knob community by 38%. Other staff to be hired for the AIA at Howard School Program includes a full-time Project Coordinator, a part-time Training Specialist, and a contracted Camp Coordinator. (***See Attachment D for detailed job descriptions of these positions.***)

Program Partners: The core partners for this program are Howard School of Academics and Technology and the Highland Park Neighborhood Association (HPNA). Highland Park, one of Howard's feeder neighborhoods, has reported a high incidence of girl-on-girl conflicts that carryover from school into the neighborhood after school hours. With one the City's oldest and most effective Block Safety networks, HPNA is uniquely positioned to mobilize adults in their community to be trained as adult allies for the program, and has agreed to provide GIC with space to accomplish that training. In addition, the Howard AIA Project Coordinator will serve on the HPNA Safety Committee. As parents and leaders from the other feeder communities of Howard are recruited, HPNA will serve as a model for organizing, training and mobilizing adult allies.

Howard School of Academics and Technology has agreed to 1.) Provide faculty "Allies" for the Leadership Team; 2.) Assist in recruiting parents and community leaders from feeder neighborhoods; and 3.) Provide classroom space for all AIA activities and projects.

Projected Outcomes: GIC will evaluate the program and measure outcomes through the collection and analysis of program data as follows:

OUTCOME	MEASUREMENT TOOLS	FREQUENCY
<input type="checkbox"/> Incidences of relational aggression committed by Howard female students will decrease by 26.66% each year, for an 80% total decrease after the 3-year project period.	School disciplinary reports	Quarterly & Annually
<input type="checkbox"/> 50% of girls trained will avoid committing an offense resulting in suspension, expulsion, remandments and/or arrest each year.	School disciplinary reports	Quarterly & Annually
<input type="checkbox"/> Juvenile Court cases for girl on girl violence among Howard students will be decreased by 16.66% each year, for a 50% total decrease after the 3-year project period.	Juvenile court case reports	Annually
<input type="checkbox"/> 50% increase in girls who report feeling safe at school after the 3-year project period.	Baseline and Follow-up Survey	Annually
<input type="checkbox"/> 90% of girls will be able to identify at least 2 conflict resolution strategies.	Pre- & Post- Test	Each workshop session
<input type="checkbox"/> 80% of trained faculty will report an increase in skills to defuse conflicts among girls.	Baseline and Follow-up Survey	Annually
<input type="checkbox"/> 90% of girls trained will demonstrate increased self-esteem levels and internal locus of control.	Index of Self-Esteem by Walter W. Hudson and the Nowicki-Strickland Locus of Control Scale	Annually

Sustainability: GIC views **Chattanooga/INVEST** funding as seed funds to implement and institutionalize a school and community-based conflict resolution program for girls in an inner-city school and its feeder neighborhoods. **Chattanooga/INVEST** funds will be used in years 1 - 3 to implement, evaluate, and refine the project. At the end of the 3-year project period, GIC anticipates that a cadre of trained adults, both faculty and community leaders, within the Howard school community will have the skills and experience to sustain the program. Beginning in the 2007/2008 school year, we anticipate that the AIA training will become a core ingredient in the school's orientation for incoming middle school students. As a licensed

AIA site, Howard will have the internal capacity to continue the program, and will have access to the national AIA network for ongoing technical assistance and updated training materials.

The AIA project will serve as a demonstration project for other schools and communities throughout Hamilton County. Using the results from the evaluation, GIC expects to open dialogue with the Hamilton County Department of Education about replication in other schools within the system. In addition, GIC will pursue state-level funding for future replication under the Tennessee Commission on Children and Youth's (TCCY), Juvenile Delinquency Prevention block grant. We will continue to engage local corporations in providing support for the Summer Law camp component of the program.

Maxine Bailey, Executive Director (GIC) and Cynthia Wood, Director of Programs (GIC) will provide leadership in the development of funding and partnerships required to sustain and replicate the AIA in other HCDE schools. Both Bailey and Wood have a track record of leveraging local, state, and national support for programs and services for youth.

PROJECT PLAN

Timeline: AIA at Howard will operate from January 2005 – December 2007. Upon notification that the grant has been funded, GIC will immediately 1. hire and train staff; 2. recruit and select participants; and 3. finalize a calendar of events for the program year. Each year of the program will operate in an identical manner, with the exception of our initial staffing during the first quarter of the first year. This strategy for program implementation will allow us to build a critical mass of students who are trained and will be catalysts for the positive change in the overall school culture.

Activity	Person Responsible	Time Frame			
		Jan. – Mar.	Apr. - June	July – Sept	Oct. – Dec.
Hire Project Coordinator and Training Specialist	Director of Programs; Executive Director				
Identify Student leaders/participants and Faculty participants	Project Coordinator; Howard School Administration				
Recruitment and Training of the initial group (Leadership Team) of student leaders and faculty (14 girls and 1 faculty)	Project Coordinator; Training Specialist				
Identify students for 1 st AIA student workshop	Project Coordinator; trained student leaders, faculty, and principal				
Collect base-line quantitative data	Project Coordinator; Howard School Administration				
Weekly meetings of the Allies in Action Leadership Team to identify potential conflicts and develop intervention and mediation strategies.	Project Coordinator				
Monthly Allies In Action training workshops for groups of 15 girls each, using the Allies in Action curriculum.	Project Coordinator; Training Specialist; student leaders				
Ongoing peer mediation sessions to de-escalate or resolve conflicts.	Project Coordinator; Leadership Team				
Ongoing incentives and rewards activities for girls who complete the training and commit to helping to maintain a violence-free environment in school.	Project Coordinator				

Activity	Person Responsible	Time Frame			
		Jan. – Mar.	Apr. – June	July – Sept	Oct. – Dec.
Monthly meetings with parents and community leaders.	Project Coordinator				
Program monitoring and refinement: Regular monitoring accomplished by program staff, faculty, and students.	Project Coordinator; Howard School Administration				
Administer Pre-Test and Post-Test Surveys	Project Coordinator; Training Specialist				
Identify participants for AIA parent/community leadership team	Project Coordinator; Training Specialist; Howard School Administration; student leaders				
Conduct AIA parent/community leadership training	Project Coordinator; Training Specialist				
Faculty Inservice: AIA workshop presented to faculty during spring and fall teacher in-services.	Project Coordinator; Training Specialist; Leadership Team				
Hire Law Camp Coordinator	Director of Programs; Executive Director				
Adult “Allies” workshops: Training for parents and community leaders during spring and fall semesters.	Project Coordinator; Training Specialist; Leadership Team				
Select Law Camp participants	Project Coordinator; Law Camp Coordinator; Howard School Administration and Faculty				
Select AIA Ambassadors	Project Coordinator; Training Specialist; Howard School Administration and Faculty				
Annual Intensive 4 week Summer Law Camp for girls leaders	Project Coordinator; Training Specialist; Law Camp Coordinator; Howard School Administration and Faculty				
Annual induction of Howard Ambassadors to recognize girls who successfully avoid or prevent school or community-based conflicts.	Project Coordinator; Training Specialist; Howard School Administration, Faculty, Students, and Parents				
Conduct follow-up surveys with program participants	Project Coordinator; Howard School Administration				
Conduct program evaluation	Independent Evaluator				